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ABSTRACT

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue focuses on the changing face of K-12 professional development for both preservice and inservice teachers. The opening article by Dennis Sparks, "A Paradigm Shift in Staff Development," describes a paradigm shift that professional development is undergoing based on changing ideas about ways to measure student achievement; a recognition that curriculum, instruction, assessment, and school organization are intertwined; and a new understanding of how people learn through models and experience rather than passive absorption of information. The lead article, "Professional Teacher Development" by Mary Dilworth and David Imig, describes the teaching force today, and changes in teacher education and development programs. Joseph Vaughan of the U.S. Department of Education describes efforts by the Office of Educational Research and Improvement to build and support a professional development agenda based on input from teachers and other stakeholders in "OERI Launches Professional Development Initiatives." "Teacher Collaboration in Urban Secondary Schools," a digest from the ERIC Clearinghouse on Urban Education by Morton Inger, explores how teachers can work together to improve teaching and learning. Additional articles include "Teacher Professionalism: The Movement Has Begun" (Arthur E. Wise); "Assessing Accomplished Teaching" (from AFT's "Questline"); and "Professional Development Schools: Their Role in Teacher Development" (Ismat Abdal-Haqq). Reading and resource organization lists on professional development are also provided. (AEF)

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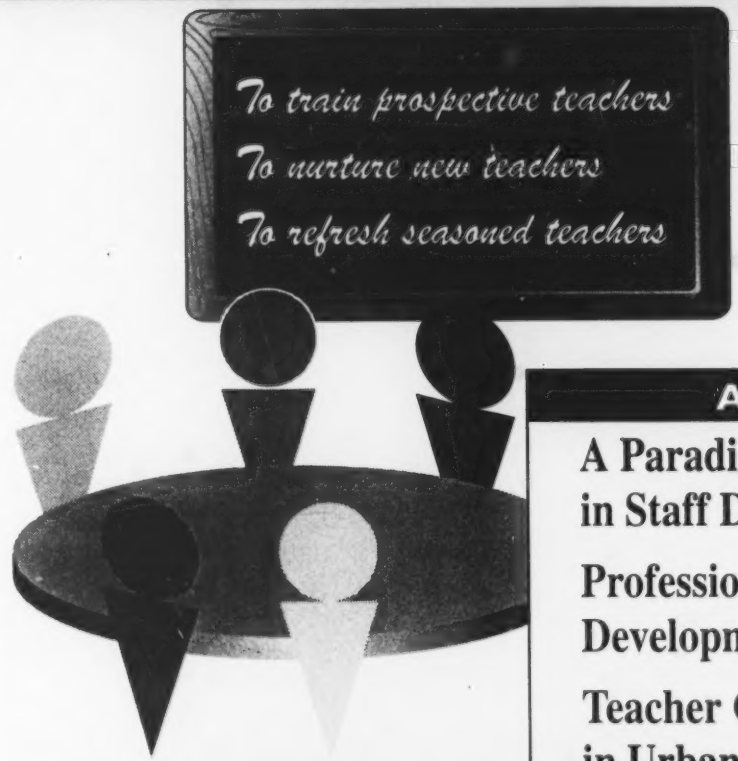

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Articles

A Paradigm Shift in Staff Development

Professional Teacher Development

Teacher Collaboration in Urban Schools

Features

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Reading List

Federal Initiatives

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IR 017058

An Important Message to Our Readers

Teachers are becoming engaged in serious efforts to improve teaching and learning within their schools in ways that are responsive to the particular needs of their students. This issue of *The ERIC Review* focuses on the changing face of K–12 professional development for both preservice and inservice teachers.

In the opening article, Dennis Sparks describes a paradigm shift that professional development is undergoing based on changing ideas about ways to measure student achievement; a recognition that curriculum, instruction, assessment, and school organization are intertwined; and a new understanding of how people learn through models and experience rather than through the passive absorption of information. The lead article by Mary Dilworth and David Imig describes the teaching force today as well as some of the changes under way in teacher education and development programs.

Shorter pieces cover professional development schools and the work of two groups established to ensure a high-quality teaching force: the National Council for Accreditation of Teacher Education and the National Board for Professional Teaching Standards. Also in this issue, Joseph Vaughan of the U.S. Department of Education's Office of Educational Research and Improvement describes OERI's efforts to build and support a professional development agenda based on input from teachers and other stakeholders. "Teacher Collaboration in Urban Secondary Schools," a digest from the ERIC Clearinghouse on Urban Education, explores how teachers can work together to improve teaching and learning. Reading and resource organization lists are also provided to enable interested readers to learn more about professional development.

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THE ERIC Review

A Paradigm Shift in Staff Development

by Dennis Sparks

During the past 20 years, it has gone by many names—inservice education, staff development, professional development, and human resource development. But whatever it was called, it too often was essentially the same thing—educators (usually teachers) sitting relatively passively while an "expert" "exposed" them to new ideas or "trained" them in new practices. The success of this endeavor was typically judged by a "happiness quotient" that measured participants' satisfaction with the experience and their assessment regarding its usefulness in their work.

Fortunately, all of this is at long last being swept away by irresistible forces that are currently at work in education. History teaches us the power of a transforming idea, an alteration in world view so profound that all that follows is changed forever. Such a paradigm shift is now rapidly transforming the discipline of "staff development." (I will use this term throughout because our professional language has not yet caught up with the paradigm shift that is described below.)

Three Powerful Ideas

Three powerful ideas are currently altering the shape of this nation's schools and the staff development that occurs within them.

■ **Results-driven education**. Results-driven education judges success not by the courses students take or the grades they receive, but by what they actually know and can do as a result of their time in school. Results-driven education for students will require that teachers and administrators alter their attitudes (e.g., from the idea that grades should be based on the bell curve to the belief that virtually all students can acquire the school's valued outcomes provided they are given sufficient time and appropriate instruction) and acquire new instructional knowledge and skills.

Results-driven education for students will require results-driven staff development for educators. Staff development's success will be judged primarily not by how many teachers and administrators participate in staff development or how they perceive its value, but by whether it alters instructional behavior in a way that benefits students. The goal of staff development and other improvement efforts is becoming improved performance on the part of students, staff, and the organization.

■ **Systems thinking**. This second transforming idea recognizes the complex, interdependent relationships among the various parts of the system. When the parts of a system come together, they form something that is bigger and more complex than those individual parts. Systems thinkers are individuals who are able to see how these parts constantly influence one another in ways that can support or hinder improvement efforts. Because educational leaders typically nave not thought systemically, reform has been approached in a piecemeal fashion.

An important aspect of systems thinking is that changes in one part of the system—even relatively minor changes—can have significant effects on other parts of the system, either positively or negatively. To complicate the situation, these effects may not become obvious for months or even years, which may lead observers to miss the link between the two events.

For instance, graduation requirements may be increased, teachers may be trained in some new process, or decision making may be decentralized, with little thought given to how these changes influence other parts of the system. As a result, "improvements" in one area may produce unintended consequences in another part of the system (e.g., increasing graduation requirements in science without making appropriate changes in assessment, curriculum, and instructional methods may increase the dropout rate).

To address this issue, Peter Senge, author of *The Fifth Discipline* (1990), encourages organizational leaders to identify points of high leverage in the system—points that he refers to as "trim tabs." Change introduced into

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these areas can have a positive ripple effect throughout the organization (e.g., a change in assessment strategies may have a significant effect on curriculum and instruction).

■ **Constructivism**. Constructivists believe that learners build knowledge structures rather than merely receive them from teachers. In this view, knowledge is not simply transmitted from teacher to student, but is instead constructed in the mind of the learner. From a constructivist perspective, it is critical that teachers model appropriate behavior, guide student activities, and provide various forms of examples rather than use common instructional practices that emphasize telling and directing.

Constructivist teaching will be best learned through constructivist staff development. Rather than receiving "knowledge" from "experts" in training sessions, teachers and administrators will collaborate with peers, researchers, and their own students to make sense of the teaching/learning process in their own contexts. Staff development from a constructivist perspective will include activities that many educators may not even view as staff development, such as action research, conversations with peers about the beliefs and assumptions that guide their instruction, and reflective practices (e.g., journal keeping).

Changes in Staff Development

Results-driven education, systems thinking, and constructivism are producing profound changes in how staff development is conceived and implemented. Some of the most important of these changes are:

■ **From individual development to individual development *and* organizational development.** Too often we have expected dramatic changes in schools based solely on staff development programs intended to help individual teachers and administrators do their jobs more effectively. An important lesson from the past few years, however, has been that improvements in individual performance alone are insufficient to produce the results we desire.

It is now clear that success for all students depends upon both the learning of individual school employees and improvements in the capacity of the organization to solve problems and renew itself. While the knowledge, skills, and attitudes of individuals must continually be addressed, quality improvement expert W. Edwards Deming estimates that 85 percent of the barriers to improvement reside in the organization's structure and processes, not in the performance of individuals.

For instance, asking teachers to hold higher expectations for students within a school that tracks students pits teachers against the system in which they work. As systems thinking has taught us, unless individual learning and organizational changes are addressed simultaneously and support one another, the gains made in one area may be canceled by continuing problems in the other.

■ **From fragmented, piecemeal improvement efforts to staff development driven by a clear, coherent strategic plan for the school district, each school, and the departments that serve schools.** Educational experts such as Seymour Sarason (1990) and Michael Fullan (1991) have criticized schools for their fragmented approach to change. School improvement too often has been based on fad rather than on a clear, compelling vision of the school system's future. This, in turn, has led to one-shot staff development workshops with no thought given to follow-up or to how the new technique fits in with those that were taught in previous years. In the worst case, teachers are asked to implement poorly understood innovations with little support and assistance, and before they are able to approach mastery, the school has moved on to another area.

An orientation to outcomes and systems thinking has led to strategic planning at the district, school, and department levels. Clear, compelling mission statements and measurable objectives expressed in terms of student outcomes give guidance to the type of staff development activities that would best serve district and school goals. In turn, district offices such as staff development and curriculum see themselves as service agencies for schools. This comprehensive approach to change makes certain that all aspects of the system (e.g., assessment, curriculum, instruction, parent involvement) are working in tandem toward a manageable set of outcomes that are valued throughout the system.

■ **From district-focused to school-focused approaches to staff development.** While districtwide awareness and skill-building programs sometimes have their place, more attention today is being directed to helping schools meet their improvement goals. Schools set their goals both to assist the school system in achieving its long-term objectives and to address challenges unique to their students' needs.

School improvement efforts in which the entire staff seeks incremental annual improvement related to a set of common objectives (e.g., helping all students become better problem solvers, increasing the number of students who participate in a voluntary community service program to 100 percent) over a 3- to 5-year span are viewed as the key to significant reform. As a result, more learning activities are designed and implemented by school faculties, with the district's staff development department providing technical assistance and functioning as a service center to support the work of the schools.

■ **From a focus on adult needs to a focus on student needs and learning outcomes**. Rather than basing staff development solely upon the perceptions of educators regarding what they need (e.g., to learn about classroom management), staff development planning processes are more often beginning by determining the things students need to know and be able to do and working backward to the knowledge, skills, and attitudes required of educators if those student outcomes are to be realized. This shift does not negate the value of teachers' perceptions regarding their needs, but rather places those needs within a larger context.

■ **From training that one attends away from the job as the primary delivery system for staff development**

to multiple forms of job-embedded learning. Critics have long argued that too much of what passes as staff development is "sit and get" in which educators are passive recipients of received wisdom. Likewise, a great deal of staff development could be thought of as "go and get" because "learning" has typically meant leaving the job to attend a workshop or other event.

While well-designed training programs followed by coaching will continue to be the preferred method for developing certain skills, school employees will also learn through such diverse means as conducting action research, participating in study groups or small-group problem solving, observing peers, keeping journals, and becoming involved in improvement processes (e.g., participating in curriculum development or school improvement planning).

■ **From an orientation toward the transmission of knowledge and skills to teachers by "experts" to the study by teachers of the teaching and learning processes.** Teachers will spend an increasingly larger portion of their work day in various processes that assist them in continually improving their understanding of the teaching and learning process. Action research, study groups, and the joint planning of lessons, among other processes, will be regularly used by teachers to refine their instructional knowledge and skills.

■ **From a focus on generic instructional skills to a combination of generic and content-specific skills.** While staff development related to cooperative learning, mastery learning, and mastery teaching, among other topics, will continue to have its place, more staff development of various forms will focus on specific content areas such as mathematics, science, language arts, and social studies. Recent studies have revealed the importance of teachers possessing a deeper understanding of both their academic disciplines and of specific pedagogical approaches tailored to those areas.

■ **From staff developers who function primarily as trainers to those who provide consultation, planning, and facilitation services, as well as training.** Staff developers are more frequently called on today to facilitate meetings or to assist various work groups (e.g., a school faculty, the superintendent's cabinet, a school improvement team) solve problems or develop long-range plans. While staff developers will continue to provide training in instructional areas, results-driven education and systems thinking have placed teachers, administrators, and school employees in new roles (e.g., team leader, strategic planning team member) for which training in areas such as conducting effective meetings will be required for successful performance.

■ **From staff development provided by one or two departments to staff development as a critical function and major responsibility performed by all administrators and teacher leaders.** Job-embedded staff development means that superintendents, assistant superintendents, curriculum supervisors, principals, and teacher leaders, among others, must see themselves as teachers of adults and view the development of others as one of their most important responsibilities. Individuals who perform these roles are increasingly being held accountable for their performance as planners and implementers of various forms of staff development.

As responsibility for staff development has been spread throughout the school system, the role of the staff development department has become even more important. Staff development departments are assisting teachers and administrators by offering training and ongoing support in acquiring the knowledge and skills necessary to assume new responsibilities. Staff developers, among their other responsibilities, provide one-to-one coaching of these individuals in their new roles and facilitate meetings that are best led by individuals who are outside of a particular group.

■ **From teachers as the primary recipients of staff development to continuous improvement in performance for everyone who affects student learning.** To meet the educational challenges of the 21st century, everyone who affects student learning must continually upgrade his or her skills—school board trustees, superintendents and other central office administrators, principals, teachers, the various categories of support staff (e.g., aides, secretaries, bus drivers, custodians), and parents and community members who serve on policy-making boards and planning committees.

■ **From staff development as a "frill" that can be cut during difficult financial times to staff development as an essential and indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment.** Both the development of school employees and significant changes in the organizations in which they work are required if schools are to adequately prepare students for life in a world that is becoming increasingly more complex. Fortunately, results-driven education and systems thinking provide us with the intellectual understanding and the means to create the necessary reforms.

The shifts described in this article are significant and powerful. They are essential to the creation of learning communities in which all members—students, teachers, principals, and support staff—are both learners and teachers. All of the things described above will serve to unleash the most powerful source of success for all students—the daily presence of adults who are passionately committed to their own lifelong learning within organizations that are continually renewing themselves.

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THE ERIC REVIEW

PROFESSIONAL TEACHER DEVELOPMENT

by Mary E. Dilworth and David G. Imig

The challenges and rewards of the teaching profession have never been greater. The range and type of information that students need to know far exceeds that of previous decades, and the academic expectations for all students are increasing in virtually every state and community. The nation's schools are more racially, ethnically, and linguistically diverse than at any other point in history, and there is much discussion about how all students will meet the emerging subject-matter standards. Most school systems seek to transform their schools to respond to a host of issues, ranging from increased student expectations to the conditions that students must confront in their communities. It is clear that caring and competent teachers are vital to the success of these initiatives and equally clear that preservice and inservice teacher professional development must change to equip teachers to meet these challenges.

The designation of "teacher education and professional development" as one of the National Education Goals (added to the original six in mid-1994) is genuine recognition that well-prepared teachers are essential to all education reform efforts. Specifically, the goal states:

> By the year 2000, the nation's teaching force will have access to programs for continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

The goal suggests that practicing teachers are key to the transformation of schools and that in order for teachers to lead the reform efforts, they need to be offered expanded and enriched professional development experiences. Such experiences should be tied directly to the emerging student performance standards and be continuous, site-based, job-embedded, teacher-designed, and organizationally focused. Professional development programs with these characteristics have the stature to be viewed as essential or core activities that will not be discarded or diminished each time there is a budget crisis.

Professional development is an integral part of current efforts to transform and revitalize American education. The President's education reform agenda focuses on shifting significant resources to professional development. The promise of high-quality education for all children is dependent not only on a total restructuring of schools, but also on the knowledge and commitment of practitioners to restructuring. As school reform proponents Ann Lieberman and Lynne Miller state, ". . . for school restructuring to occur, a combination of factors must be present *at the same time* and *over time*—including leadership, a shared mission, school goals, necessary resources, the promotion of colleagueship, and the provision of professional growth opportunities for teachers" (Lieberman and Miller, 1990).

This article offers a brief profile of teachers in the 1990s and the expectations for their performance and development. It highlights ways in which new and seasoned teachers are developing a repertoire of skills and knowledge that complement education reform efforts.

Who Is Teaching?

The teaching ranks are as large and vibrant as they have ever been. The number of K–12 teachers in public and private schools has increased from 1.9 million in 1955, when baby boomers were spending their first days in elementary school, to approximately 2.8 million in 1993, as the baby boomers' children began graduating from the nation's high schools and colleges (U.S. Department of Education, 1993a, p. 74). As this wave of young people works its way through school, the demand for additional teachers will

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likely escalate before it subsides a decade from now. It is also anticipated that the supply of beginning and "re-entry" teachers will be sufficient to meet the demand. However, demand will continue to be particularly high for qualified teachers of color; bilingual teachers; and teachers in mathematics, science, and special education.

The adequate supply of teachers may be attributed to the urgent call from reform reports of the 1980s for the "best and the brightest" to enter teaching. Since that time, enrollment in traditional teacher education programs has burgeoned, and alternative teacher certification programs designed to encourage career-changers to enter the profession have flourished. There are hundreds of revived Future Educators of America clubs and specialty high schools, primarily in urban areas, that have been established for aspiring educators. This pool of beginning teachers is expected to be well-prepared, given a host of new program completion, certification, and licensing requirements. In addition, approximately 42 percent of K–12 classroom teachers have a master's degree, and roughly 5 percent possess educational specialist or doctoral degrees, creating a current teaching force with more years of formal education than at any other period in the nation's history (U.S. Department of Education, 1993a, p. 78).

The demographic profile of the teacher in the 1990s, by and large, remains the same as it has for decades. The typical American teacher is a white female in her early forties, who was trained in a traditional teacher education program, works in a rural or small-town public school system, and makes an average of $35,334 per year (National Education Association, 1992, p. 16; U.S. Department of Education, 1993a, p. 45). These typical teachers contrast in age and experience with an increasing number of younger, "newly minted" college graduates, who comprise approximately 27 percent of new hires in public school systems, and who have experienced more rigorous expectations and diverse experiences as part of their training program. Older career-changers are also increasing in number (U.S. Department of Education, 1993b, p. 9).

Increasingly, the teaching force consists of experienced teachers, trained in traditional programs; novice teachers likely trained in a reformed teacher education program; and a few teachers experienced in a profession other than teaching. There also remain a significant number of teachers teaching on emergency certificates or teaching subjects for which they have had little training. This range in experience, skill, and knowledge presents an enormous challenge and opportunity for those responsible for professional development.

Expectations for Teacher Development

Given the current school and teaching environment, expectations for practicing teachers are well-defined, but particularly challenging. The reform literature of the past decade clearly indicates that:

> ***"Demand will continue to be particularly high for qualified teachers of color; bilingual teachers; and teachers in mathematics, science, and special education."***

- Today's teachers are expected to have a firm grasp on the content of the courses that they teach, the capability to apply this knowledge in a classroom setting, the skills to devise appropriate learning tools, the ability to make informed assessments of student's work, and the inclination to analyze their own work as well as the work of others in the school environment. Further, there is a demographic imperative that these new teachers will be culturally diverse as well as culturally aware in order to effectively educate students of varying backgrounds (Dilworth, 1990, p. 5).

Although education reform initiatives offer great promise, researchers suggest that they also pose significant challenges to teachers as individuals and as members of a wider professional community. According to Judith Little (1993), ". . . one test of teachers' professional development is its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reform" (p. 130). At the same time, Little cautions against leveling full responsibility for implementing education reforms on teachers. She has identified the following five areas as being integrally tied to enhanced teaching and therefore essential to professional development: reforms in subject-matter teaching; equity for diverse student populations; changes in the nature, extent, and use of assessment; the social organization of schools; and the professionalization of teaching. Each suggests the need for teachers to gain new knowledge and enhanced skills.

Authors Mark Smylie and John Conyers (1991) identify three needs related to professional development in the restructured K–12 school environment. They contend that rapid changes in the characteristics, conditions, and learning needs of students will continue; that knowledge about teaching and learning will expand dramatically; and that schools will face ongoing pressures for accountability and reform. They conclude that "these conditions will create unprecedented demands for the development of teachers' knowledge and skills" (p. 12).

The mandate for reform in teacher development suggests a variety of training opportunities that go far beyond the text-driven postbaccalaureate teacher education programs of the past and the traditional 1-day inservice workshops of the present. As one team of authors states, "Fortunately for students, teachers do not stop learning when workshops are not offered" (Hirsh and Ponder, 1991, p. 45).

Up until now, college-based professional development programs have been criticized for focusing too much on the methods of teaching and too little on subject-matter content. They have also been criticized for providing too few relevant learning experiences too late in a prospective teacher's study to allow for analysis and reflection. Similarly, inservice staff development programs have been criticized for being narrow in design and purpose and for disregarding what practitioners consider necessary and important. Inservice programs have been characterized as having little meaning to teachers beyond the specific information provided; they are often "judged on the criterion of delivering the goods, not whether they were received or used" (Hirsh and Ponder, 1991, p. 44).

It is important to note that the beliefs that preservice and practicing teachers already possess about schooling, teaching, and learning may affect their behavior in the classroom and how they learn themselves. Teachers use their beliefs to make sense of their experiences; they sometimes preserve these beliefs even as teacher educators attempt to change them. For example, prospective and practicing teachers who believe that teaching and learning are synonymous with telling and remembering can be uncomfortable with more reflective approaches. Teachers who believe it is their job to make things interesting for students may reject the idea that students can find subjects inherently interesting. Some research on learning to teach has adopted a "conceptual change" orientation, exploring the prior knowledge that novices bring to teaching and tracking the effects of teacher education in modifying these prior beliefs (Bird, Anderson, Sullivan, and Swidler, 1992).

In order to be of greater value to teachers and students, preservice and inservice professional development must be reconceptualized. Rather than seeing each stage of a teacher's professional life as distinct and separate, we need a more holistic view of the development of a teacher from novice to advanced practitioner. In order to establish a rich learning environment for teachers throughout their careers, a number of prevailing concepts must be abandoned. Smylie and Conyers (1991) suggest that we must recast inservice programs to reflect the following paradigm shifts:

■ **From deficit-based to competency-based approaches**, in which teachers' knowledge, skills, and experiences are considered assets. Professional development organized according to this approach will, in the authors' view, shift teachers away from dependency on external sources for the solution to their problems and toward professional growth and self-reliance in instructional decision making. This concept has emerged as crucial in initial teacher education as prospective teachers become increasingly diverse in background, age, and experience. Such a model also helps teachers understand the diverse K–12 student population (Zimpher and Ashburn, 1992; Delpit, 1988). Well-designed *case studies*, which allow practicing teachers to learn from and value the experiences of others, are becoming more common as training instruments.

> ***"Inservice staff development programs have been criticized for being narrow in design and purpose and for disregarding what practitioners consider necessary and important."***

■ **From replication to reflection**, in which practicing teachers focus less on the transfer of knowledge and strategy and more on analytical and reflective learning. Smylie and Conyers suggest that this reflective approach will sharpen teachers' skills in problem solving, determining students' needs, and conducting *action research* that is designed to develop new knowledge and skills related specifically to their schools and classrooms. Providers of inservice programs need to consider, however, that teachers have little time during the school day to pause, reflect on practice, or conduct research. Ways need to be found to provide practicing teachers with such time.

Reflection has proven useful in the preparation of prospective teachers who are asked to maintain *student journals* and *portfolios*. Guided by seasoned professionals, beginning teachers use these tools to understand their own teaching strengths and weaknesses. Journals and portfolios also show promise for experienced classroom teachers and for college faculty to examine their beliefs, knowledge, and experiences over time.

■ **From learning separately to learning together**, in which practicing teachers are jointly responsible for their work in classrooms, and their wisdom and experiences are perceived as professional resources. Smylie and Conyers note that this conception has important implications for how schools are organized, in other words, as places for teachers to learn as well as to teach. This paradigm shift addresses one of the most pervasive conditions of classroom teachers—isolation, or the inability to learn and to communicate with colleagues in the place where it counts most—the school. Perhaps one of the most popular mechanisms for "learning together" is the *professional development school* or *clinical school*. These professional development sites offer practicing teachers, prospective teachers, and college faculty the opportunity to exchange pedagogical knowledge and ideas at school (see "Professional Development Schools: Their Role in Teacher Development" on p. 16).

■ **From centralization to decentralization**, in which the role of a school system's central administration shifts from identifying and organizing staff development activities to supporting and facilitating those which school-based staff have determined are important and necessary. Decentralization allows for more tailored professional

development activities and has implications beyond the topic and content of the activity. One characteristic of this approach is that professional development, inservice in particular, increasingly is being conducted in and by school systems rather than in colleges and universities.

As Little (1993) notes, restructuring professional development around such concepts is easier said than done because the current system often contradicts or fails to accommodate new requirements and initiatives. Newly informed professional development calls not only for training, but also for the adequate opportunity to learn within a teacher's day-to-day work. On the other hand, in the absence of a good fit between the nature of a reform and the nature of professional development, schools and school systems are inclined to do *something*, and that something is likely to look like the existing menu of training options.

New Models for Preparation, Induction, and Development

In the past decade, scholars, prompted by education policymakers, focused much attention on reconceptualizing the manner in which we teach prospective teachers and ensure the continuing learning of practicing teachers. Genuinely new concepts have emerged from these deliberations so that today we talk of teacher education as a lifelong experience that extends from program admission to retirement. A number of new formats for such development have also emerged, not the least of which are professional development, partner, or clinical schools that are designed to train prospective, nurture novice, and refresh seasoned teachers on the school site (Darling-Hammond, 1994). Mentoring programs pair novice teachers with outstanding experienced teachers who can explain school policies and practices, share methods and materials, and help solve problems. Mentors may also guide the professional growth of new teachers by promoting reflection and fostering the norms of collaboration and shared inquiry (Feiman-Nemser and Parker, 1992).

Societal issues such as crime, drug and alcohol abuse, poverty, homelessness, and child abuse have also influenced how teachers practice and the nature of their training. It is becoming increasingly evident to many educators that greater collaboration among social service providers is necessary in order to meet the first National Education Goal—that all children in America will start school ready to learn—and to ensure effective academic careers for all students. Consequently, there are a number of comprehensive service or cross-professional training programs under development involving schools of education, medicine, law, nursing, criminal justice, and social work. The American Association of Colleges for Teacher Education, in an initiative supported by the DeWitt Wallace-Reader's Digest fund, coordinates four such projects at the University of Louisville, the University of Washington, Jackson State University, and the University of New Mexico. Each project focuses on enhancing prospective and practicing teachers' understanding of children's needs and the services necessary to meet them. Clearly, such projects will offer new structures for inservice training as teachers and service providers have the opportunity to share common learning.

Miller, Lord, and Dorney (1994) suggest five characteristics for teachers' professional development:

- **Seeing teachers as learners**. Professional development should provide space for teachers to continually learn about their practice, their students, and their discipline.

- **Supporting collegiality and collaboration**. Rather than emphasizing individual and private endeavors, professional development should operate in a collegial context, as the responsibility of a community of teachers.

- **Making a long-term investment**. Significant professional growth for teachers is a long-term prospect. Schools must make an ongoing commitment to teacher development.

- **Focusing on teachers' questions, needs, and concerns**. Teachers' own questions and concerns should be central to professional development.

- **Building professional development infrastructures**. New approaches to the organization of professional development must be undertaken.

McDiarmid (1994) notes some additional conditions that are necessary if teachers are to learn to teach in new ways, including a supportive and knowledgeable principal; opportunities to experience learning in ways consistent with reform and observe teaching practices that help all students achieve; the development of new understandings of the subjects they teach and the roles they play; and—perhaps most vitally—adequate time for reflection. (See "How Adults Learn" on p. 15.)

These characteristics of good professional development correspond with standards recently articulated by the National Staff Development Council (NSDC). NSDC's standards are based on a set of norms or belief statements and conclude with sets of expectations or outcomes. These include commitments to:

- continuous improvement and experimentation;

- the development of all staff, school board members, and parents;

- the alignment of professional development with the school's and district's plans for student knowledge and performance;

- the provision of adequate time during the work day for teachers and other school staff to learn and work together; and

- the study of the process of professional development to understand its relationship and contribution to overall school transformation (NSDC, 1994).

Professional development is an aspect of school reform that is receiving enormous attention. It is also an area about which surprisingly little is known, with only a handful of studies that document its provision, costs, and effects.

Costs and Benefits

The content and availability of professional development courses and opportunities are fragmented and vary widely within and among school districts. Although it is clear that more and better educational offerings are needed, it is also clear that there are significant cost considerations for local districts. Aside from salary increases typically associated with additional professional development, college credit accumulation, and degree acquisition, there are also costs for administration, actual training, and sometimes travel. Miller, Lord, and Dorney (1994) found that in four districts, estimated costs as a percentage of a district's operating budget ranged from 1.8 percent to 2.8 percent. Per-teacher expenditures in these same districts ranged from $1,755 to $3,529. The true cost of professional development can also be difficult to determine because an increasing number of school districts receive special program funds from public and private sources. Many of these programs have professional development components that supplement professional development funds already allocated by the local school system.

High-quality staff development not only costs money, it takes a significant amount of time. One-day workshops and brief meetings before, during, or after school are not enough and, in addition, students need to be engaged productively while teachers are away from their classrooms. Price (1993) suggests that schedules could be modified so that teachers teach the equivalent of 4 days per week rather than 5, with the freed-up time devoted to professional development. Students might spend the equivalent of 1 day per week doing school-based extracurricular activities, conducting research for higher order thinking assignments, performing community service, or attending occasional large classes. Existing time commitments, such as department and faculty meetings and staff development days, might also be refocused to allow teachers more time for learning and planning.

Little (1993) suggests a number of alternative training models that, while rich in experience and knowledge, require a different perception of financing and the benefits of training. For example, in the Philadelphia Alliance for Teaching Humanities in the Schools (PATHS) project, teachers are offered the opportunity to work with the city's humanities collection, engage curators and other experts, compete for mini-grants ranging from $300 for an individual classroom project up to $3,000 for collaborative work with other educators and professionals, and attend a 2-week summer institute and monthly colloquia. With the exception of the summer institute, the participants do not receive graduate credit, which in the traditional structure is perceived as necessary for teacher tenure and advancement. Yet, the PATHS program is oversubscribed, suggesting that teachers genuinely embrace quality professional experiences when they are made available.

> ***"High-quality staff development not only costs money, it takes a significant amount of time."***

Asayesh (1994) states, "Over the past 5 to 10 years, more and more school districts have reorganized to give power to those most responsible for educating children" (p. 2). Despite budget cuts, educators perceive that this decentralization, or site-based management, has created new opportunities for growth, particularly among school staff. According to Miller, Lord, and Dorney (1994), most school systems presume that an investment in professional development will pay off in teachers' implementation of innovations or in prescribed changes in their classroom practice. This view, while seemingly fair, is also limiting; it calls for results more definitive or immediate than can sometimes be expected.

As Thomas Guskey and Dennis Sparks (1991) point out, several factors influence the extent to which staff development leads to improvement in student learning outcomes, including the content and quality of the staff development program and the school's climate and culture. Guskey, a University of Kentucky professor, and Sparks, Executive Director of the National Staff Development Council, are studying existing research to identify the kind of staff development that leads to improved student learning. In Asayesh (1993), Guskey describes its characteristics as follows:

> It has to be research-based, or there has to be some research evidence behind it. . . . it needs to be implemented in a context that is supportive, where there are opportunities for teachers to work collaboratively and where there is an atmosphere that's open for experimentation. There needs to be regular follow-up and continuous support. . . . opportunities for teachers to share, to work collaboratively, and to be free from oppressive demands that prevent them from experimenting. There has to be some latitude recognizing that when teachers do something new, things may not go very well at first. (p. 26)

Schools of Education

It is evident that in order to expand professional development and to have it fulfill its promise of transforming teaching and learning, new relationships between schools and schools of education must be established. As teachers take greater responsibility for their own professional development and for the operation of their schools, they find less time and desire to pursue university instruction based in large measure on research. At the same time, faculty at colleges and universities find less access to the schools and to practitioners who validate new forms of pedagogy and practice. In this situation, neither party fully benefits from the knowledge of the other. Education school faculty, school district staff developers, and other providers of inservice experiences need to rethink their roles and relationships carefully.

Programs that develop or enhance the capacity of these providers are particularly important. Action research and professional development schools are among the enterprises that support collaborations among faculty, staff, and field-based practitioners.

Teacher Licensing

Not surprisingly, the policy community is currently focusing much attention on professional development and the establishment of new regulatory policies for licensing and relicensing teachers. Guided by emerging state content or subject-matter frameworks for students, state policymakers are seeking to align all facets of teacher development with these standards. Many states are currently:

- Restructuring the format for licenses, for example, by developing initial or probationary licenses for the initial year(s) of teaching and reconsidering standards for advanced practice or specialized areas of practice.

- Sponsoring alternative providers of continuing education credits, including teacher organizations and for-profit enterprises.

- Developing or adopting performance-based licensure assessments (such as the new NTE "Praxis" examination) that accompany initial licensure or are used as part of relicensure based on subject-matter standards.

- Considering or establishing relationships between how graduates perform on licensure examinations and how teacher preparation programs are evaluated.

- Establishing or working with established teacher professional standards boards that participate in or control the licensure and relicensure function.

- Considering new forms of salary differentiation for teachers that correspond to new licensure formats.

- Considering or establishing linkages between the licensure process and national accreditation of teacher education. More than half of the states have established linkages between the National Council for Accreditation of Teacher Education (NCATE) and program approval; all states will have the option of linking NCATE with the state licensure system (see "Teacher Professionalism: The Movement Has Begun" on p. 12).

One of the major implications of these developments is a new perspective on the state's accountability function for the continuous performance of teachers. By requiring and supporting induction programs, states are implicitly recognizing that their licensure function reinforces not only public accountability, but also the responsibility for support and improvement of teaching practice in the schools. The previously separate functions of assessment and professional development are now being merged into a new state role that both establishes higher and more performance-related standards and takes responsibility for ensuring that all teachers can meet the standards. This trend holds promise for increased collaboration among state departments of education, schools, and teacher preparation institutions. The new state role also raises potential concerns, such as conflict of interest in the assessment process and inequities in the licensure system resulting from the uneven conditions of schooling across various districts.

Teacher Certification

In its current usage, teacher certification is a relatively new term. Previously used synonymously with state licensure, certification has recently come to have the same meaning in education as it does in other professions—a designation of advanced practice in a specialized area, based on a voluntary system of application and assessment.

Established certification systems for teachers are relatively few and have been limited in the past to only a few specialized areas of practice. Since the mid-1980s, however, a comprehensive national certification initiative for teaching has been operating with substantial funding from private and corporate foundations and the federal government. The National Board for Professional Teaching Standards is developing a comprehensive system of national certification assessments that is scheduled to begin operating in late 1994 (see "Assessing Accomplished Teaching" on p. 14). The National Board, which draws membership and support from both major national teacher unions and a wide range of education constituents, has the potential to affect a broad range of issues through certification. These include:

- a nationally agreed-upon definition of advanced teaching practice in the individual disciplines and grade levels;

- state incentives for teachers to apply for certification, including differentiated pay scales;

- school district hiring practices that would recognize national certification status;

- equity in the distribution of nationally certified teachers across school districts within a state;

- differentiated staffing in schools to recognize distinct roles for certified teachers; and

- reciprocity arrangements across states to recognize the status of nationally certified teachers.

The individualized professional development process associated with National Board certification will likely have an impact on traditional preservice and inservice programs. States may use data on teacher performance on the certification assessments to make judgments about teacher preparation programs. The certification process may also trigger changes in K–12 schools as teachers align their instructional and assessment practices with professional standards for their subjects and grade levels. The National Staff Development Council's *Standards for Staff Development* offer additional guidance for teacher development and school change.

Conclusion

In the current climate of systemic reform, the professional development of teachers has taken on new

prominence. There are a host of reasons for this new urgency, ultimately centering on the importance of the classroom teacher in promoting successful student learning. Without the continuous improvement of teaching (and of professional teachers), the reforms will fail. Professional development must serve the purpose of promoting teachers' continuous learning—of integrating new knowledge about teaching and learning within the social contexts in which teaching takes place.

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THE ERIC Review

Teacher Professionalism: The Movement Has Begun

by Arthur E. Wise

Amid the calls for reform of public education during the past several years, an unheralded revolution has begun—the professionalization of teaching. This revolution is aimed at developing the same sort of quality assurance procedures for teaching that are used in medicine, psychology, architecture, nursing, and the other professions. These procedures include *professional accreditation* of the colleges that prepare teachers, *meaningful state licensing* procedures to determine whether teachers have the appropriate knowledge and skills, and greater *recognition* of experienced teachers.

Why do we need these procedures? The field of teaching has been characterized by low-budget teacher preparation, low expectations for teacher education, little recognition of expert teachers, and an infinite supply of teachers as a result of state policies allowing virtually anyone with a bachelor's degree (and in some states, without a degree) to gain a teaching license. Good teachers often "burn out" because the system, as it is currently structured, does not provide them with opportunities for reward and recognition. But the system does not have to work this way. It can be changed, if educators support the movement toward professionalization. Let's look at where we are now and where we can go in the future if we unite our efforts to professionalize the teaching field.

As a result of political considerations that have kept entry standards for teachers low, the quality of teacher preparation and teaching has been extremely uneven. Thus, good students and poor students completed the programs and became teachers. A concerted effort has been made over the last decade to raise the accreditation standards for teacher preparation programs and to require more of candidates for a teaching license.

In response to calls for education reform, new, more demanding accreditation standards for schools of education were developed in 1987 by the field at large through the National Council for Accreditation of Teacher Education (NCATE). Teacher education programs have been enhanced with real-world clinical experience and coursework in which students mix theory with practice. Accredited schools of education must now have high standards for admission to, progress during, and exit from, the program. Accredited schools of education are also expected to use the new standards of the professional specialty associations—such as the National Council of Teachers of Mathematics and the National Science Teachers Association—to develop their programs. These organizations have developed standards for teachers that they are now aligning with their standards for K–12 students. The standards are oriented toward teacher performance. Classroom teachers sit on NCATE's boards and serve on teams that evaluate schools of education to determine if they meet accreditation standards.

In the past 5 years, one in five schools of education that have undergone professional accreditation review has been denied accreditation. During the first 3 years of NCATE's new standards, that number was one in four, indicating that important changes in expectations for schools of education have occurred in accredited schools. But of the existing 1,279 schools of education, only about 500 have ever met national accreditation standards for teacher preparation through the National Council for Accreditation of Teacher Education.

Until now, states have set minimal standards for the preparation of teachers. For example, they have not made graduation from a professionally accredited school of education a requirement for an individual to gain a license. Quite a few states have circumvented the requirements they do have by developing "emergency" licenses in order for classrooms to be staffed. And, of course, a common practice has been placing teachers out of their fields to cover various subjects. The good news is that some states are now in the midst of reform efforts to set new, more rigorous standards for teacher performance.

Finally, a new organization, the National Board for Professional Teaching Standards, is beginning to implement

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standards for recognizing accomplished teachers, which should encourage more individuals to remain in the field by broadening the leadership roles for, and recognition of, accomplished teachers.

Our perception of teachers will change only as we demand higher standards of them and of those who prepare them. A start would be for the public to insist upon, and for states to set, a general expectation that teachers graduate from a professionally accredited preparation program, along with obtaining adequate content preparation in an academic field. We demand that programs of study in all other professions—law, engineering, medicine, architecture—be professionally accredited. It's time to set high entry standards for all teachers, not just for some. And it's time to expect accountability from all of those who prepare the teachers for our nation's schools.

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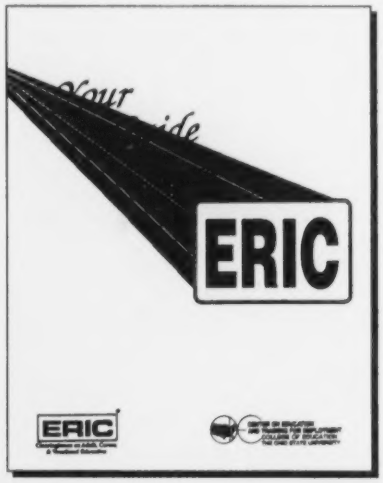

THE ERIC Review

ASSESSING ACCOMPLISHED TEACHING

Taken with permission from the American Federation of Teachers' *QuestLine*, Vol. 2, No. 3, June 1994.

The assessment system for candidates seeking voluntary advanced certification from the National Board of Professional Teaching Standards is an innovative and sophisticated one, designed to capture the complexity of teaching. The assessment is based on two main components: a portfolio, assembled by the candidate, that displays the "artifacts" of the candidate's teaching, which he or she must explain, analyze, and defend with a trained interviewer; and exercises completed during a 2-day session at an assessment center.

What did this portfolio actually look like for teachers who went through the middle-grades English-Language Arts field tests? In addition to providing professional background information, the portfolio included three major sections:

- **Planning and Teaching.** Candidates chronicled their teaching over a 3-week period and described the purpose and goals of the instruction, decisions they made in planning the instruction, and changes they made in their teaching. They also included instructional artifacts and a video excerpt of one class session from those three weeks.

- **Student Learning.** Candidates collected about a half-dozen writing samples from three different students and wrote a commentary on each student's work, describing their goals for each and how their instruction influenced the student's writing development.

- **Post-Reading Interpretive Discussion.** Candidates submitted a 15- to 20-minute videotape showing students engaged in a discussion about a piece of literature. As with other activities, the teacher provided a written commentary about the discussion, including how it unfolded and how it helped the students build their own interpretations and discussion abilities.

At the assessment center, teachers "defended" their portfolio and completed other exercises designed to gauge their teaching excellence, content knowledge, and skills in such areas

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 in response to a recommendation by the Carnegie Forum on Education and the Economy. Its mission is to establish high and rigorous standards for what teachers should know and be able to do in order to improve student learning and to certify teachers who meet those standards. The NBPTS is governed by a 63-member board, the majority of whom are teachers. It is a private, nonprofit body supported by foundations, corporate grants, and federal funding.

Standards setting, assessment instruments, and professional development are all components of the National Board certification system. Standards will ultimately be established in more than 30 certification fields based on student age levels and subject matter (e.g., Early Childhood [ages 3 to 8] Generalist, Early Adolescence [ages 11 to 15] Mathematics). Highly accomplished teachers will undertake the certification process on a voluntary basis; school districts and states may someday choose to recognize Board-certified teachers through higher pay, new career opportunities that don't require them to leave the classroom, and increased flexibility in moving between states without having to take additional coursework.

Two assessments were field-tested in early 1994: one for English-language arts teachers and the other for generalists; both were for teachers of early adolescents. About 550 teachers prepared portfolios, which included videotapes of exemplary lessons, sample student work, comments from colleagues, and their own comments on their professional successes and failures. Candidates then traveled to one of 26 field-test sites for a 2-day round of additional performance-based assessments.

as curriculum development, instructional analysis, and cultural awareness. Each activity at the center was assessed by other trained teachers with expertise in that subject area and developmental level. The four main English-Language Arts exercises were:

■ **Analysis of Student Writing**. In this two-part exercise, candidates first read and analyzed a set of student papers and prepared to discuss their analysis and the instruction they might design for the students. Then, in a videotaped interview, they discussed their analysis and possible instruction.

■ **Cooperative Group Discussion**. Candidates received a description of a thematic unit and a list of eight novels with which to familiarize themselves before they came to the center. At the center, they engaged in a videotaped discussion with three other teacher candidates to decide which four novels would make up the most appropriate reading core for an instructional unit ("personal relationships" was the topic in the field tests), why they chose the books they did, and how the works addressed the needs of a culturally diverse group of students.

■ **Instructional Analysis**. Candidates viewed a videotape of an English class taught by a first-year teacher and read her commentary on the instruction. Given what they know about students, teaching, and the subject matter, they analyzed the novice's teaching and wrote an essay explaining their analysis and making recommendations for how the videotaped teacher might improve her lesson.

■ **Content Knowledge Examination**. Candidates completed three 2-hour essay assignments that assessed their knowledge of such areas as composition, literature, language, and language development. The stimulus for each essay came from professional journal articles or literary passages. In addition to the essays, candidates' subject-matter mastery was assessed continually as they responded to interview questions, engaged in group discussions, analyzed lessons, and selected instructional materials.

Note: Eighty-one of 289 candidates were recently certified as Early Adolescence Generalists. Results of the English-Language Arts pilot will be announced in mid-1995.

How Adults Learn

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, so staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing inservice programs. For example:

■ Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."

■ Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.

■ Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.

■ Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, inservice should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

■ Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.

■ Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.

■ Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Therefore, staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.

■ Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.

■ Because the transfer of learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

Source: "Assumptions About Staff Development Based on Research and Best Practice" by Fred H. Wood and Steven R. Thompson (Fall 1993). *Journal of Staff Development* 14 (4): 52–57.

THE ERIC Review

Professional Development Schools: Their Role in Teacher Development

by Ismat Abdal-Haqq

Most people agree that one key to successfully reforming the public school system is to improve teacher education at both the preservice and inservice levels. The traditional model of preservice teacher education is often criticized for being idiosyncratic, unstructured, and lacking in rigor. Traditional inservice education of teachers, frequently referred to as staff development, is also criticized—for being disjointed, unrelated to teacher needs, and lacking in teacher input. More contemporary views of teachers' professional development recognize that teachers have a continuum of professional needs, from the preservice and novice levels through the experienced teacher level.

Improving teacher education involves reconstructing several components of the teacher education curriculum and includes establishing appropriate settings for gaining practical experience to complement the coursework. Many educators believe professional development schools (PDSs) offer a promising model for clinical settings that will provide the institutional base for effective preservice and inservice teacher development.

Appropriate clinical settings, or real-life schools that reflect the demographic and social realities of the surrounding community, are needed in order for teachers to learn how to apply and connect the abstract concepts introduced in college classes to school classrooms. These settings need to be exemplary schools, which implement and constantly test and refine what research and experience have shown to be best practice.

Findings from a recent national survey by the Adjunct ERIC Clearinghouse on Clinical Schools indicate that there are currently more than 300 functioning PDSs nationwide. While there is considerable diversity in mission, structure, and activities found among existing PDSs, the vision of a completely realized PDS includes the following common core of characteristics.

- **Professional development schools are real, functioning elementary or secondary schools.** They are generally public schools, although there are parochial and other private PDSs. Unlike many traditional laboratory schools, which have student populations made up primarily of the offspring of members of the university community, the schools selected as PDSs should reflect the communities to which the PDS-trained teachers will be returning.

- **PDSs are, or are in the process of becoming, exemplary schools.** Research literature supplies considerable evidence that new teachers tend to be socialized into the culture of the school in which they teach. If we want to develop a new kind of teacher, then we need to construct a new kind of school in which teachers can learn and practice their skills. In practical terms, this implies that PDSs will be restructured schools or schools that are in the process of restructuring. They are places that are successful in maximizing student learning and achievement.

- **PDSs are partnerships**, designed and managed by collaboratives that include school districts, colleges and universities, and, often, teachers unions or professional organizations.

- **PDSs have a three-part mission:** (1) implementing research- and experience-based practices that maximize student learning and achievement; (2) fostering the professional development of teachers and other educators; and (3) testing and constantly refining practices and structures through inquiry.

- **Not every school is supposed to be a PDS.** While the practices that are tested and refined within PDS settings

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are intended to be disseminated to other schools, and the preservice, novice, and experienced teachers who receive training at PDS sites will work in other schools, PDSs are not intended to be replicated in every detail by every school. The role of PDSs in the professional development of educators and the improvement of schooling is frequently compared to the role of the teaching hospital in medical professional education. There are relatively few teaching hospitals, but they provide the clinical setting for training virtually all of the nation's doctors and tend to be at the vanguard of implementing the most advanced medical practices. Just as the staff and resources needed to provide formal internships for medical professionals are concentrated in a comparatively small number of hospitals nationwide, resources for more formal, clinically based preservice and inservice teacher development activities are to be concentrated in the PDSs that are established in school districts.

What's Different About Teacher Education at PDSs?

Many of the effective practices identified in the teacher education literature can be found in professional development school settings. For example, preservice teachers are often placed as a cohort. They may work with more than one cooperating teacher. Clinical supervision models involving observation, feedback, and reflection are in place. Cooperating teachers participate in coursework and other structured activities designed to prepare them to be effective supervisors. Opportunities for collegial interaction exist among and between preservice teachers, interns or beginning teachers, cooperating teachers and other school-based faculty, and college-based supervisors and other faculty. Practicing teachers in PDSs—working alone, with other preservice or inservice teachers, or with college-based researchers—engage in action research and other kinds of inquiry-based activities.

In PDSs, onsite college courses are given for both the preservice and the experienced teachers. These courses are often taught or team-taught by practicing teachers who have adjunct or part-time status at the partner college or university. Frequently, a full- or part-time staff person is based at the PDS to serve as a liaison between the school and the university and as coordinator and resource person for the teacher development program at the PDS.

> *"Teacher development is an essential part of the mission and the fabric of daily life in PDSs."*

Professional development schools, like so many inventions and innovations in education, are not seen the same way by everyone, even those involved in the work of developing and implementing them. To some educators, they are vehicles for restructuring schools; to others, they provide an institutional base for professionalizing teaching. Perhaps the most meaningful and relevant quality of PDSs with regard to teacher development is that teacher development is an essential part of the mission and the fabric of daily life in PDSs, not an afterthought.

Resources on Professional Development Schools

Adjunct ERIC Clearinghouse on Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
1–800–822–9229; 202–293–2450
E-mail: iabdalha@inet.ed.gov

Collects, abstracts, and indexes literature on professional development schools; produces digests, bibliographies, directories, resource guides, and reports; disseminates information and conducts research.

Professional Development Schools Network
National Center for Restructuring Education, Schools, and Teaching
Box 110
Teachers College
Columbia University
New York, NY 10027
212–678–3432

Serves as a medium for connecting PDSs to one another, documenting PDS models and practices, and developing policy guidelines for institutionalizing PDSs; produces a newsletter, *PDS Network News*.

PDSnet
Professional Development Program
Chicago Teachers' Center
770 North Halsted, #420
Chicago, IL 60622
312–733–7330
E-mail: uwstack@uxa.ecn.bgu.edu or udsperli@uxa.ecn.bgu.edu

A listserv devoted to facilitating discussion about issues related to professional development schools. For instructions on how to subscribe, contact the Adjunct ERIC Clearinghouse on Clinical Schools (iabdalha@inet.ed.gov) or the list managers at the e-mail addresses given above.

THE ERIC Review

OERI Launches Professional Development Initiatives

by Joseph C. Vaughan

As President Clinton and U.S. Secretary of Education Richard W. Riley have noted, "Teachers are the engines of school reform." But teachers cannot succeed unless others provide support in helping to create a teaching and learning environment that is challenging, exciting, and safe. For these reasons, the U.S. Department of Education's Office of Educational Research and Improvement (OERI) has made the professional development and support of teachers and other educators a major priority.

Over the past year, OERI, under the leadership of Assistant Secretary Sharon P. Robinson, has invited a wide variety of teachers and other expert practitioners to participate in an agenda-building process to help construct research and improvement strategies that will lead to high-quality professional development for all educators. These professional leaders have been asked to share their practical wisdom about the essential dimensions of rigorous teaching and learning, as well as their perceptions of what professional development they and their colleagues need to achieve excellence, what strategies are effective for providing it, and how to ensure that the professional development of educators is seen as an essential element and adequately supported in education reform efforts. OERI staff are also working extensively with their own network of national research centers and regional education laboratories and with professional organizations, foundations, other parts of the U.S. Department of Education, and other federal agencies to synthesize and learn from the various professional development activities being supported.

From these deliberations, two goals have emerged to guide OERI's professional development work: (1) strengthening the career-long development and improvement of teachers from recruitment to retirement through high-quality, coordinated, and ongoing professional development; and (2) ensuring essential support in educational settings that will promote the transformation of what educators learn into improved instruction and increases in student learning and development.

What's Been Learned

Evidence indicates that teachers and other educators will commit to continuous improvement throughout their professional lives if they see its relevance to improving instruction and student learning. At each stage in an educator's life, professional development should build upon previously acquired knowledge, skills, dispositions, and behaviors. Workplace conditions, practices, and policies must also support educators in their work by providing the time, materials, technology, collegial opportunities, and other supports they need to grow in their understanding and mastery of subject matter, how diverse students learn and develop, effective teaching strategies, and how to promote individual and institutional change and improvement throughout their careers.

Another strong message that OERI has received is that professional development must be viewed as a tool for building individual and institutional capacity for continuous improvement at the local level. High-quality professional development promotes rigorous inquiry and reflective action by all educators, helping them to anticipate challenges and opportunities, rather than simply react to them.

Perhaps most important, since the bottom line in education is student learning and development, professional development activities need to be evaluated in terms of how they affect teaching competence and how these changes in teaching in turn affect student learning. To be judged successful, professional development must ultimately translate into classroom results.

Next Steps

OERI consultations have affirmed that improving the professional development of teachers and other educators will require cross-institutional collaborations involving school-university-state and other partnerships that strive

to align professional development with evolving national standards. These standards are being developed by practitioners, policymakers, and other stakeholders in three areas: what students will be expected to know and be able to do (student academic content and performance standards, curriculum frameworks, and authentic assessments), what beginning and expert teachers will need to know and be able to do to guide that learning (the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards, respectively), and what preservice and inservice programs will need to do to help educators move from where they are to where they need to be (National Council for Accreditation of Teacher Education and the National Staff Development Council).

Successful cross-institutional collaboratives will lead to "learning communities," which will network people, knowledge, ideas, and exemplary practices, capitalizing on cutting-edge technology to do so. They will draw on a shared knowledge base of research and practical wisdom, a common language, and shared decision making to provide professional development that is ongoing, coordinated, rigorous, and relevant to day-to-day practice.

To support this vision of professional development, OERI has supported competitions to fund the following:

- Partnerships among schools, universities, and other education constituents to create more effective professional development systems aligned with relevant standards.
- Teacher-led inquiry in schools as a crucial dimension in improving the learning environment and student achievement.
- Technology-based teacher networks focused on professional development activities.
- Staff development programs to help mathematics and science teachers make better use of technology in their classrooms.

Each of these efforts will place strong emphasis on assessing the impact of programs on teacher knowledge and performance and on indicators of student learning.

These competitions, drawing on the advice of the nation's most expert practitioners, policymakers, and researchers, are only the beginning. OERI is committed to building a research and improvement agenda that is customer-responsive and customer-owned. The only way to do this is to build many bridges reaching out to school and university practitioners and policymakers; parents, families, and community human service providers; state education and government officials; businesses; foundations; cultural institutions; and the media and the general public. Because the support of all these entities is so valuable in defining the mission and determining the success of our schools and of our students, their continuing input is very important in making decisions about how we help teachers and other educators play productive roles in achieving that success. Upcoming planning conferences sponsored by OERI will bring together these constituents to address topics as diverse as how to provide more effectively integrated educational and social services for students and their families and how to better recruit, prepare, and retain persons of color in the teaching profession.

OERI is also playing a prominent part in working with other Offices of the U.S. Department of Education to construct a common vision of high-quality professional development and to model the program coordination and professional collegiality that is being espoused for educators in the field. The bridges also lead to working with other federal agencies, including the U.S. Departments of Health and Human Services, Justice, and Labor, on shared interests such as integrated human services.

The intellectual and other resources and the total commitment that will be needed to realize our ultimate vision—for all students to have equal opportunities in an educational system of unquestionable excellence—demand that all partners continuously work together to design, implement, and evaluate the effectiveness of professional development strategies.

For more information about federal initiatives to strengthen teacher development, write to the author at the address below.

— Joseph C. Vaughan
Coordinator, Professional Development
Office of the Assistant Secretary/OERI
555 New Jersey Avenue NW, Room 504C
Washington, DC 20208

If you need help finding the best way to use ERIC, call ACCESS ERIC at

1–800–LET–ERIC

For Teachers and Administrators

American Association of School Administrators (AASA)

1801 N. Moore Street
Arlington, VA 22209
703–528–0700

This professional association includes superintendents, central office personnel, and professors of educational administration. AASA sponsors professional development seminars through its National Academy for School Executives and offers a convention, awards, and publications, including *The School Administrator*.

American Federation of Teachers (AFT)

555 New Jersey Avenue
Washington, DC 20001
202–879–4400

AFT works with teachers at the state and local level on organizing, collective bargaining, research, and public relations. Research areas include education reform, bilingual education, teacher certification, and evaluation. AFT sponsors a learning activities hotline, 1–800–242–5465.

Association for Supervision and Curriculum Development (ASCD)

1250 N. Pitt Street
Alexandria, VA 22315–1453
703–549–9110

ASCD is a membership organization for leaders in elementary, middle, and secondary education as well as for anyone interested in curriculum, instruction, supervision, and leadership in schools. ASCD sponsors special interest groups called networks and produces a journal, newsletters, books, and training materials on topics of interest to members.

Center for Research on the Context of Teaching

Stanford University
School of Education, CERAS Building
Stanford, CA 94305–3084
415–723–4972

This research center studies the contextual factors and workplace conditions that influence secondary school teachers, particularly those in the fields of mathematics and science; examines how aspects of school setting and policy influence student outcomes; investigates the interaction of content and context and the implications for teaching and learning in diverse educational settings; and analyzes policies and practices that strengthen or limit teaching and learning for different individuals in various settings.

Education Commission of the States (ECS)

707 17th Street, Suite 2700
Denver, CO 80202–3427
303–299–3600

ECS is a nationwide interstate compact formed in 1965 to help governors, state legislators, state education officials, and others develop policies to improve education at all levels. ECS conducts policy research, maintains an information clearinghouse, organizes forums, and provides technical assistance to leaders in 53 member states and territories. The Commission supports systemic reform, which it defines as "the alignment of policy, practice, and people's roles and responsibilities within the education system and other interrelated systems to achieve a new vision of teaching and learning for all children."

Educational Products Information Exchange (EPIE)

Montauk Highway
Hampton Bays, NY 11946
516–728–9100

This organization analyzes all types of teaching materials, including textbooks, tests, and computer software, and provides information to schools and educators through publications, newsletters, and analysis reports. EPIE maintains a database for aligning instructional materials with curriculum objectives.

Elementary School Center

Two E. 103rd Street
New York, NY 10029
212–289–5929

This organization works to improve the quality of schooling, increase public and professional awareness of the effects of elementary schooling in children's lives, and encourage communication and cooperation among groups working with children. It serves as a national advocate for elementary schools and maintains a 1,000 volume library.

ERIC Clearinghouse on Teaching and Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–2412
1–800–822–9229 or 202–293–2450

This clearinghouse, one of 16 within the Educational Resources Information Center (ERIC) system, collects, abstracts, indexes, and disseminates information on the field of teacher education, both preservice and inservice. The clearinghouse provides reference and referral services and online searches; conducts training, seminars, and workshops; and produces and distributes free and low-cost publications. For a list of free ERIC digests, send a self-addressed, stamped envelope to the clearinghouse.

Future Educators of America

Information Dissemination Center
Georgia State University
College of Education
Atlanta, GA 30303
404–651–2841

This national association targets precollegiate students for recruitment into the teaching profession. It coordinates the activities of hundreds of state

and local Future Educators Clubs established in schools and community organizations throughout the nation.

National Association for Multicultural Education

University of Cincinnati
College of Education
Cincinnati, OH 45221–0002
513–556–3573

This office coordinates an annual conference on multicultural education for teachers and teacher educators.

National Association for the Education of Young Children

1509 16th Street NW
Washington, DC 20036–1426
1–800–424–2460

This association is dedicated to improving the quality of care and education provided to children from birth to age 8. It offers publications, training materials, and policy-related information and administers the National Academy of Early Childhood Programs, a voluntary national accreditation system for high-quality early childhood programs.

National Association of Elementary School Principals (NAESP)

1615 Duke Street
Alexandria, VA 22314
703–684–3345

This professional association includes teaching principals, assistant or vice principals, and supervising principals, as well as researchers and people active in the professional education of elementary and middle school administrators. NAESP offers conventions, a member information exchange, and publications, including the *NAESP Communicator* and *Principal*. Topics related to the selection, development, supervision, and evaluation of teachers are covered.

National Association of Secondary School Principals (NASSP)

1904 Association Drive
Reston, VA 22091
703–860–0200

This professional association includes secondary school principals and assistant principals, administrators, and supervisors, as well as education professors teaching courses in school administration. NASSP sponsors the National Association of Student Councils and the National Honor Society. Members receive a variety of publications covering legal, administrative, curriculum, and organizational aspects of secondary schooling, including the *NASSP Bulletin* and *NASSP–NewsLeader*, which addresses teaching practices in middle, intermediate, and junior and senior high schools.

National Board for Professional Teaching Standards (NBPTS)

1900 M Street NW, Suite 210
Washington, DC 20036
202–463–3980

300 River Place, Suite 3600
Detroit, MI 48207
313–259–0830
1–800–22–TEACH

NBPTS's mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do. The group is developing a voluntary, national, performance-based system to assess and certify teachers who meet these standards. Teachers seeking certification in subjects at various grade levels will complete a portfolio of their best classroom work and visit an assessment center for a round of additional activities. A Field Test Network of approximately two dozen sites in 19 states is in place to review and critique draft standards documents and to field test the assessments.

National Education Association (NEA)

1201 16th Street NW
Washington, DC 20036
202–833–4000

NEA is the nation's largest professional association for teachers. It operates the National Center for Innovation, which includes such projects as the Mastery in Learning Project, the Learning Labs Initiative, the Mastery in Learning Consortium, the Teacher Education Initiative, and the Excellence in Action programs. More than 100 schools, clusters, districts, and teacher preparation institutions are involved in these efforts to improve schools through grassroots, faculty-driven initiatives. NEA also maintains the School Renewal Network, which enables communities of teachers and researchers to learn from each other through electronic networking.

National Middle School Association (NMSA)

4807 Evanswood Drive
Columbus, OH 43229–6292
614–848–8211

This membership group is for teachers and others interested in middle school education as a distinct entity in American education. NMSA publishes *Middle Ground* and *Middle School Journal*; has committees in such areas as professional preparation and certification, research, and minority issues; and sponsors state, regional, and national meetings.

National School Boards Association (NSBA)

1680 Duke Street
Alexandria, VA 22314
703–838–6722

NSBA includes state-level school board associations as well as their affiliate school boards. It maintains an educational policy clearinghouse, a speakers' bureau, and a library. NSBA offers seminars and publications that cover

personnel, management, curriculum, and budget issues, including *The American School Board Journal*.

National Staff Development Council (NSDC)

P.O. Box 240
Oxford, OH 45056
1–800–727–7288 or 513–523–6029
America Online: NSDCHavens

Founded in 1969, this nonprofit membership association of school administrators, staff development specialists, principals, teachers, professors, and state department of education personnel works to improve schools through individual and organizational development. NSDC offers an annual conference, academies, consulting, a bulletin board on America Online, and publications, including the *Journal of Staff Development*, *The Developer*, and *School Team Innovator*. NSDC has produced national standards for staff development at the elementary, middle, and secondary levels.

Phi Delta Kappa (PDK)

Center for Professional Development
P.O. Box 789
Bloomington, IN 47402
1–800–766–1156

PDK, the professional fraternity in education, has chapters at most schools of education. Many PDK chapters offer scholarships, policy analysis, and professional development opportunities. PDK publishes *Phi Delta Kappan*, a journal with articles on education research, service, and leadership, with emphasis on issues, trends, and policy.

Recruiting New Teachers

385 Concord Avenue
Belmont, MA 02178
1–800–969–TEACH or
1–800–45–TEACH

This organization provides outreach and information referrals to potential teachers through a public service campaign designed to improve public attitudes toward teaching and to encourage individuals to pursue pathways into the profession.

Teach for America

P.O. Box 5114
New York, NY 10185
1–800–832–1230 or 212–432–1272

This national teacher corps program places recent college graduates and others with bachelor's degrees in 2-year positions in urban and rural public schools. A 2-year program of professional development is provided for participants. Special effort is made to recruit people of color and prospective teachers in bilingual education, science, or mathematics.

For Teacher Educators

American Association of Colleges for Teacher Education (AACTE)

One Dupont Circle, Suite 610
Washington, DC 20036–1186
202–293–2450

AACTE is a national voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. It supports programs in data gathering,

Professional Associations for Teachers

The following are among the membership organizations open to teachers in various subject areas. Many also have state affiliates or chapters. Please contact them directly for information about dues, meetings, publications, and services.

American Alliance of Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091–1599
703–476–3475

American Council on the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701
914–963–8830

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714–8139
1–800–628–8508

Music Teachers National Association
The Carew Tower
441 Vine Street, Suite 505
Cincinnati, OH 45202–2814
513–421–1420

National Art Education Association
1916 Association Drive
Reston, VA 22091–1590
703–860–8000

National Council for the Social Studies
3501 Newark Street NW
Washington, DC 20016–3167
202–966–7840

National Council of Teachers of English
1111 West Kenyon Road
Urbana, IL 61801
217–328–3870

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091–1593
703–620–9840

National Science Teachers Association
1742 Connecticut Avenue NW
Washington, DC 20009–1171
202–328–5800

equity, leadership development, networking, policy analysis, professional issues, and scholarship. AACTE's meetings and institutes provide forums for professionals from higher education, K–12 schools, and government. Membership in AACTE is institutional or organizational, spanning small liberal arts colleges, state universities, and large research institutions. Chapters in 44 states address issues that affect education policy on the local level.

American Educational Research Association (AERA), Division K

1230 17th Street NW
Washington, DC 20036
202–223–9485

AERA is for educators and behavior scientists interested in the development, application, and improvement of education research. Division K focuses on teaching and teacher education. AERA publishes journals and books and sponsors an annual conference.

Association of Teacher Educators

1900 Association Drive, Suite ATE
Reston, VA 22091–1502
703–620–3110

This membership group is made up of individuals interested in the professional, sociological, psychological, and personal growth and development of preservice and inservice teachers. It advocates for high-quality teacher education programs, presents awards, and publishes a journal and newsletter.

Council for Exceptional Children (CEC)/Teacher Education Division

1920 Association Drive
Reston, VA 22091–1589
703–620–3660

CEC's Teacher Education Division includes teacher educators and professional development staff interested in supporting teachers who work with children with giftedness, mental retardation, visual handicaps, hearing impairments, and physical handicaps and those with behavioral disorders, learning disabilities, and speech defects.

International Society for Technology in Education (ISTE)/ Special Interest Group for Teacher Educators (SIGTE)

1787 Agate Street
Eugene, OR 97403–1923
1–800–336–5191

SIGTE provides a forum for teacher educators to share information about helping preservice and inservice teachers use technology to enhance learning and education. Members receive the quarterly, *Journal of Computing in Teacher Education.*

Interstate New Teacher Assessment and Support Consortium

One Massachusetts Avenue NW,
Suite 700
Washington, DC 20001–1431
202–408–5505

This program of the Council of Chief State School Officers is crafting model performance-based standards and assessment strategies for licensing beginning teachers. These standards and assessments are intended to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards.

National Center for Improving the Tools of Educators (NCITE)

805 Lincoln Street
Eugene, OR 97401
503–683–7543

Funded by the U.S. Department of Education, Office of Special Education Programs, this center works with publishers, developers, and schools to advance the quality of technology, media, and materials for linguistically and culturally diverse students. NCITE offers consulting services to materials developers to help them provide six major features of high-quality instructional tools: an emphasis on big ideas, conspicuous strategies, mediated scaffolding, background knowledge, strategic integration, and cumulative review.

National Center for Research on Teacher Learning (NCRTL)

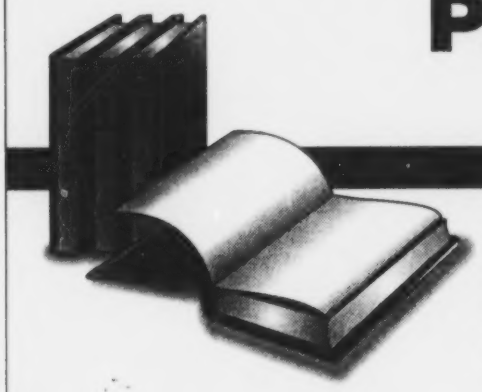
Michigan State University
College of Education
116 Erickson Hall
East Lansing, MI 48824–1034
517–355–9302

This research center, funded by the U.S. Department of Education, Office of Educational Research and Improvement, studies how elementary and secondary teachers develop expertise in teaching their subjects and their students. It also examines the purposes and role of teacher education programs and other influences on teachers. Based on findings from a 5-year longitudinal study, NCRTL now focuses its research on how teachers can rethink their assumptions about teaching and learning, how they can enhance their knowledge of their subject matter and student diversity, and how they can become more reflective about their practice. NCRTL maintains a Gopher site that includes abstracts and actual publications; individuals may also call or write for a publications list.

National Council for Accreditation of Teacher Education (NCATE)

2010 Massachusetts Avenue NW,
Suite 200
Washington, DC 20006
202–466–7496

NCATE, the national accrediting body for teacher education programs, recently announced the New Professional Teacher Project, which will link standards for teacher preparation, teacher licensing, and student achievement. The project will help the national groups drawing up academic content standards for students to set performance-based standards for teacher preparation that reflect the expectations for students. NCATE will also work with states interested in setting up a performance-based licensing system for teachers.



Professional Development Reading List

The following titles cover a range of issues related to professional development. Ordering information is included at the end of each entry. In addition, publications with an ED number have been abstracted and are in the ERIC database. You may read them on microfiche at more than 3,000 locations worldwide or order microfiche or paper copies from the ERIC Document Reproduction Service at 1–800–443–ERIC (3742). For details, contact ACCESS ERIC at 1–800–LET–ERIC (538–3742).

Becoming a Reflective Educator: How To Build a Culture of Inquiry in the Schools
John W. Brubacher and others, 1993; ED 364 534

This book addresses the nature of reflective practice and the attitudes and skills this teaching approach requires. It uses case studies to illustrate such topics as transformational curricula and instruction, school leadership, school-community relations, and professional ethics. $18. Corwin Press, Inc., Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320–2218.

Building Systems for Professional Growth: An Action Guide
Margaret A. Arbuckle and Lynn D. Murray, 1989

This kit provides direction and materials for planning and implementing a comprehensive staff development plan. Topics include educating decision makers, creating collaborative structures, undertaking assessments, and setting goals. $120. National Staff Development Council, P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Culturally Responsive Pedagogy for the 1990s and Beyond
Ana Maria Villegas, 1991; ED 339 698

Education with a sensitivity to the nation's increasingly diverse student population is a key component of the knowledge base for beginning teachers, program accreditation, professional licensure, and assessment. This paper describes the framework for culturally responsive teaching. $14.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Diversity in Teacher Education: New Expectations
Mary E. Dilworth, editor, 1992; ED 349 312

This volume offers an understanding of the social, political, and historical dimensions of racial and ethnic diversity with an eye to restructuring teacher education to create an atmosphere that values diversity in recruitment and retention, curricula, methods, and assessment. $25 members; $28.95 nonmembers. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

Diversity in the Classroom: A Casebook for Teachers and Teacher Educators
Judith H. Shulman and Amalia Mesa-Bains, editors, 1993; ED 361 333

This volume presents 13 cases set in inner-city schools in San Francisco, Los Angeles, and Phoenix. The cases, written by veteran teachers, address teaching concepts and skills, integrating non-English speakers into the classroom, and interacting with students and parents. Commentaries following each case offer differing interpretations, raise critical questions, and explore related issues. $16.95. Research for Better Schools, 444 N. Third Street, Philadelphia, PA 19123–4107; 215–574–9300.

Educating Teachers for Cultural Diversity
Kenneth M. Zeichner, 1993; ED 359 167

This report addresses the attitudes, knowledge, skills, and dispositions teachers need to work effectively with students of diverse social classes, ethnicities, cultures, and languages. $7. National Center for Research on Teacher Learning, Michigan State University, 116 Erickson Hall, East Lansing, MI 48824–1034; 517–355–9302.

Excellence in Educating Teachers of Science
Peter A. Rubba, Lois M. Campbell, and Thomas M. Dana, editors, 1993; ED 355 111

This yearbook of the Association for the Education of Teachers in Science (Stock No. 507–S) explores the practical and philosophical dimensions of science teacher preparation and enhancement. $24.95. ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210–1080; 1–800–276–0462.

Five Models of Staff Development for Teachers
Dennis Sparks and Susan Loucks-Horsley, 1990

This monograph presents the assumptions, background, and research supporting five models of staff development: individually guided, observation/assessment, involvement in an improvement process, training, and inquiry. $7.50. National Staff Development Council, P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Helping Others with Their Teaching
Lilian G. Katz, 1993; ED 363 453

This essay (Catalog No. 213) offers principles, assumptions, and techniques to aid teacher educators in focusing on teachers' understandings of situations, strengthening desirable dispositions, maintaining competencies, and building long-term relationships. $6.50. ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801–4897; 1–800–583–4135.

How To Organize a School-Based Staff Development Program
Fred Wood and others, 1993; ED 360 752

This booklet (Stock No. 611–93146) describes a five-stage approach to staff development within schools. It advocates continuous involvement of all staff members in professional development and the design of inservice education based on adult learning theories. $6.95. Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314; 703–549–9110.

The Intern Teacher Casebook
Judith H. Shulman and Joel A. Colbert, editors, 1988; ED 296 998

The cases in this book describe how novice teachers faced the problems of transforming content knowledge into accessible units of instruction for inner-city teenagers. Each case includes some reflective thoughts from experienced teachers or scholars. $10.50. ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403–5207; 1–800–438–8841.

Investing in Schools Through Teacher Professional Development
Nicholas M. Michelli, 1994

This issue paper discusses characteristics of meaningful professional development and the policy levers necessary to create a coherent framework for teachers' professional growth. Free with 9" by 12" self-addressed, stamped envelope. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

Linking Teachers' Professional Development to Assessment
American Association of Colleges for Teacher Education and National Board for Professional Teaching Standards, February 1995

This volume explores the implications for teacher education of the standards and assessment process being developed by NBPTS for certification of accomplished teachers. Teacher educators who have worked with the National Board's assessment process through the Field Test Network comment on what they have learned from providing support to candidates preparing for the assessments. $15 members; $18 nonmembers. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

The Mentor Teacher Casebook
Judith H. Shulman and Joel A. Colbert, editors, 1987; ED 291 153

This casebook, developed with 22 mentor teachers in Los Angeles, contains vignettes describing the work of the mentors with first-year teachers. $10. ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403–5207; 1–800–438–8841.

Mentoring in Context: A Comparison of Two U.S. Programs for Beginning Teachers
Sharon Feiman-Nemser and Michelle B. Parker, 1992; ED 346 091

This report examines mentor programs in Los Angeles and Albuquerque in terms of job description, program setting, selection process, and the preparation that mentors receive. Differing conceptions of a mentor's role—ranging from providing emotional and social support to providing professional support—are explored. $5. National Center for Research on Teacher Learning, Michigan State University, College of Education, 116 Erickson Hall, East Lansing, MI 48824–1034; 517–355–9302.

(continued)

Professional Development Reading List (continued)

The New Meaning of Educational Change
Michael Fullan, 1991

This book from Teachers College Press provides a comprehensive overview of the research on change from the perspective of central office administrators, principals, teachers, parents, and others. $32.50. Distributed by the National Staff Development Council, P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Pedagogical Balancing Acts: A Teacher Educator Encounters Problems in an Attempt to Influence Prospective Teachers' Beliefs
Tom Bird, Linda M. Anderson, Barbara A. Sullivan, and Stephen A. Swidler, 1992; ED 348 359

This report (Number 92–8) sketches a teacher educator's experiences in an introductory course designed to challenge prospective teachers' beliefs about teaching and learning. The instructor encouraged students to consider alternative beliefs presented in education literature, but students seemed reluctant to question their beliefs and indicated that they preferred a more structured and authoritative approach. $5.40. National Center for Research on Teacher Learning, Michigan State University, College of Education, 116 Erickson Hall, East Lansing, MI 48824–1034; 517–355–9302.

Performance Evaluation for Experienced Teachers: An Overview of State Policies
Eileen Mary Sclan, 1994

This report covers recent trends in the establishment of state-level policies for the performance evaluation of experienced teachers. Throughout the analysis, the argument is made for a major change in states' teacher evaluation policy directions, linking them with professional development. $14.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Planning for Effective Staff Development: Six Research-Based Models
Meredith D. Gall and Roseanne O'Brien Vojtek, 1994

This monograph guides educators and policy makers through the process of designing staff development programs. It organizes staff development objectives, models, and program features into an understandable, comprehensive framework. $6.95. ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403–5207; 1–800–438–8841.

The Principal as Staff Developer
Richard P. DuFour, 1991

This monograph explores all aspects of the principal's staff development responsibility, from creating a vision to implementing successful improvement programs. $16.95. National Staff Development Council, P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Professional Development Schools: A Directory of Projects in the United States
Ismat Abdal-Haqq, compiler, 1992

A publication of the Adjunct ERIC Clearinghouse on Clinical Schools, the directory profiles more than 80 professional development schools in 19 states and includes contact information and details on inservice teachers' programs. $15 members; $18 nonmembers. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

Professional Development Schools: Toward a New Relationship for Schools and Universities
Raphael O. Nystrand, 1991; ED 330 690

Shared learning experiences for prospective and practicing teachers and faculty are fostered in professional development schools. The development of the PDS concept is traced and issues related to establishing such schools are discussed. $14.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Setting Standards and Educating Teachers: A National Conversation
Mary E. Diez, P. David Pearson, and Virginia Richardson, 1994

This report from the Wingspread '93 conference discusses how standards development projects in K–12 civics, geography, history, language arts, mathematics, science, and the arts are creating new expectations for teachers, teacher education, and assessments. $15 members; $18 nonmembers. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

Staff Development for Education in the 90s: New Demands, New Realities, New Perspectives, 2nd ed.
Ann Lieberman and Lynne Miller, editors, 1991

This collection of essays from Teachers College Press addresses the continuous growth and development of teachers within the context of educational change. Contributors include Maxine Greene, Milbrey W. McLaughlin, Gary Griffin, and Susan Loucks-Horsley. $25.50. Distributed by the National Staff Development Council, P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Standard Setting As Educational Reform: Trends and Issues Paper No. 8
Gary Sykes and Peter Plastrik, 1993; ED 358 068

This paper examines the role of standard-setting in three models of education reform—the systemic reform model, the professional model, and the reform network model. It was prepared to stimulate discussion within the National Council for Accreditation of Teacher Education (NCATE) community, states, and other reform agencies. $17.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Standards for Staff Development
National Staff Development Council, 1994

The National Staff Development Council, working with other organizations and individuals, has prepared standards to guide schools and school districts in improving the quality of their staff development efforts in order to increase student learning. Separate documents are available for elementary, middle, and high schools. Standards address the organizational culture, the mechanism of staff development, and the actual skills and knowledge effective educators need. A self-assessment and planning tool enables users to determine where to focus their staff development efforts. $15 for each level ($12 for NSDC members). P.O. Box 240, Oxford, OH 45056; 1–800–727–7288.

Standards for Teachers
Linda Darling-Hammond, 1994

In this Hunt Lecture delivered at the 1994 AACTE Annual Meeting, Darling-Hammond calls for standards for teachers that could act as a frame for practice and as impetus for effective school reform. $10 members; $12 nonmembers. American Association of Colleges for Teacher Education Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 202–293–2450.

Teacher Education and the Case Idea
Gary Sykes and Tom Bird, 1992

This report explores how cases are used in teacher education. It provides a sampling of cases, discusses how they fit in with the rest of the curriculum, and offers suggestions for developing and using cases. $8. National Center for Research on Teacher Learning, Michigan State University, College of Education, 116 Erickson Hall, East Lansing, MI 48824–1034; 517–355–9302. (The report originally appeared as a chapter in the American Educational Research Association's *Review of Research in Education, Vol. 18,* 1992, pp. 457–521.)

Teachers and Teacher Education: Essays on the National Education Goals
Marilyn J. Guy, editor, 1993; ED 364 508

This monograph (No. 16) includes five essays that examine some of the changes taking place in society and in schools and colleges as they relate to the national education goals established by the federal government and the nation's governors in 1990. Topics include student cultures, parental involvement, preservice teacher education and its relationship to the liberal arts, and professional development schools. $22.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Teachers' Professional Development and Education Reform
Consortium for Policy Research in Education, 1993; ED 366 558

This policy brief presents excerpts from an influential article by Judith Warren Little in *Educational Evaluation and Policy Analysis* (Vol. 15, No. 2, pp. 129–151, Summer 1993). It addresses the problem of the fit between current state and local reforms and prevailing approaches to professional development. Topics include: subject-matter teaching, equity and student diversity, assessment, the social organization of schooling, and the professionalization of teaching. Free if requested in writing. CPRE, Carriage House at the Eagleton Institute of Politics, Rutgers University, 86 Clifton Avenue, New Brunswick, NJ 78901–1568.

Teachers' Subject Matter Knowledge
Mary M. Kennedy, 1990; ED 322 100

This paper explores four questions: Why is the issue of subject matter knowledge of teachers in question? What subject matter knowledge do teachers need? Does subject-specific pedagogy exist? What policies address teachers' subject matter knowledge? $14.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

Research in Action provides you with a synthesis of recent research findings on current trends and issues in education. These brief analyses cover a broad range of topics important to educators, parents, and students. Published by ERIC's 16 subject-specific clearinghouses as ERIC Digests, many are available free from individual clearinghouses, while others are available for a nominal fee. ERIC Digests are also available via GTE, other commercial networks, and the Internet, as well as on a disk-based product called *Query*. For more information, call 1-800-LET-ERIC.

Teacher Collaboration in Urban Secondary Schools

by Morton Inger

ERIC Digest EDO-UD-93-7, ERIC Clearinghouse on Urban Education

Many current major educational reforms call for meaningful, extensive collaboration among teachers—collaboration that goes well beyond exchanging advice. Teachers are expected to work together to alter the curriculum and pedagogy within subjects, such as infusing a multicultural perspective; and to make connections between subjects, such as integrating academic and vocational education.

Benefits of Teacher Collaboration

In most schools, especially urban high schools, teachers are colleagues in name only. Some schools do, however, foster substantial collegial relationships among teachers, and when schools are organized to support such teacher collaboration, the benefits are substantial.

Improvements in student behavior and achievement. Teachers who work together have seen significant improvements in student achievement, behavior, and attitudes. In schools where collaboration is the norm, students can sense program coherence and consistency of expectations, and their improved behavior and achievement may well be a response to a better learning environment. Urban career academies and theme schools, where teachers must plan together to develop a unified program, are examples of successful collaborations.

Increased teacher satisfaction and adaptability. Teacher collaboration in urban schools breaks the isolation of the classroom and leads to increased feelings of effectiveness and satisfaction and to "a more elaborate and exciting notion of . . . teaching" (Popkewitz and Myrdal, 1991, p. 35). For beginning teachers, this collegiality saves them from the usual sink-or-swim, trial-and-error ordeal. For experienced teachers, collegiality prevents end-of-year burnout and stimulates enthusiasm. For teachers in urban schools in particular, who are faced with fiscal crises and a variety of student problems, the risk of burnout is especially great. In such schools, collaboration helps teachers cope better and get more control over their daily work lives.

Over time, teachers who work closely together become more adaptable and self-reliant. Together, they have the energy, organizational skills, and resources to attempt innovations that would exhaust an individual teacher. The complexities introduced by a new curriculum in an urban school or by the need to refine an existing one are

challenging. Teacher teamwork makes these complex tasks more manageable, stimulates new ideas, and promotes coherence in a school's curriculum and instruction. In short, the collaborative environment fosters continuous learning by the teachers that enhances their effectiveness in the classroom.

Barriers to Collaboration

Despite the advantages of teacher collaboration, there are substantial barriers to it, and the barriers are of many kinds.

Norms of privacy. A school faculty is an assemblage of entrepreneurial individuals. Teachers usually see each other at odd moments before the school day begins, between periods, at lunch, and at occasional after-school meetings. More formally, they see one another during an assigned preparation period. Because teacher autonomy is grounded in norms of privacy and noninterference, most teachers feel that other teachers' activities are "none of my business."

Subject affiliation and departmental organization. Most secondary schools are organized by subject matter, and most teachers view themselves as subject matter specialists. The subject gives teachers a frame of reference, a professional identity, and a community, all reinforced by the teachers' preparation, state curriculum frameworks, standardized test protocols, textbook design, university admission requirements, and teacher licensing requirements.

Working within departments organized by subject, teachers affiliate with others in the same field in professional associations and informal networks. Inevitably, the privacy in which teachers work—the insularity of the classroom—sustains their stereotypes regarding the nature and importance of subjects other than their own. Thus, the capacity of teachers to pursue new curricular and organizational forms is limited not only by their relative isolation from one another during the school day, but also by subject and departmental boundaries. Some departments, to be sure, foster collegiality within the department, but teachers traditionally have scant basis, opportunity, or reason for meaningful collaboration with teachers in other departments.

Barriers between vocational and academic teachers. Another set of barriers stands between vocational and academic teachers. Vocational and academic education are, particularly in the urban comprehensive high school, two different worlds, separated organizationally, physically, educationally, and socially. The formal organization of the school and the patterns of isolation or involvement that develop among colleagues reinforce the separation between vocational and academic teachers.

Academic disciplines typically have higher status, command greater institutional respect, and compete more successfully for resources. These differences are sustained by the value attached to the two different student bodies in the two curricular tracks. Preparation of college-bound students sets the standard, marginalizing the noncollege-bound along with their teachers and curricula.

The social and organizational isolation of most vocational teachers is exacerbated by the physical separation and programmatic fragmentation in secondary schools. Vocational facilities are in different parts of the school from academic classrooms. Often, there is no single space that is either large enough to hold the disparate teaching groups or congenial enough to attract them.

Teacher Collaboration: Helping It Work

Despite the obstacles, meaningful collaboration is taking place in some urban high schools. Support for teacher collegiality and collaboration has six dimensions.

- **Endorsements and rewards.** Teachers work together best in schools where the principal and other leaders convey their belief that interdisciplinary teams serve students better. Vague slogans in favor of collaboration are ineffective; leaders must spell out in detail why they believe collaboration is important.

- **School-level organization of assignments and leadership.** School-level reorganization into teams stimulates cooperative work, but does not guarantee it. For teams to be effective, leadership must be broadly distributed among teachers and administrators. In some schools, for example, teachers are given reduced teaching loads in exchange for leading curriculum development work.

- **Latitude given to teachers for influence on matters of curriculum and instruction.** Teachers' investment in team planning rests heavily on the latitude they have for making decisions in areas of curriculum, materials selection, instructional grouping, and student assessment. Indeed teachers need to be involved in the development of the goals and objectives of the collaborative efforts. Teaming for the sake of teaming leads to disillusionment; teams should be created to deal with matters of compelling importance.

- **Time.** Opportunities for collaborative work are either enhanced or eroded by the master schedule. Schools must foster cooperative work among teachers by establishing common planning periods and regularly scheduled team or subject area meetings, and providing released time for these activities. Further, time for staff development must be free from the distractions of the day-to-day routine of school operations.

- **Training and assistance.** Since cooperative work places unfamiliar demands on teachers, schools must provide them with task-related training and assistance to help them master the specific skills needed for collaboration, develop explicit agreements to govern their work together, and gain confidence in their ability to work with one another outside the classroom.

- **Material support.** The quality and availability of reference texts and other materials, consultants on selected problems, adequate copying equipment, and other forms of human and material support are crucial to teachers' ability and willingness to work together successfully.

Summary and Conclusions

Serious collaboration in urban schools—teachers engaging in the rigorous mutual examination of teaching and learning—is rare, and where it exists, it is fragile. Yet it does occur, and the enthusiasm of teachers about their collaboration is persuasive.

To make teacher collaboration possible and effective, two fundamental conditions appear to be crucial:

interdependence and opportunity. The practices of colleagues are most likely to make a difference where they are an integral, inescapable part of day-to-day work. Teachers' main motivations and rewards are in the work of teaching. To the extent that they find themselves interdependent with one another to manage and reap the rewards of teaching, joint work will be worth the investment of time and other resources.

Joint action will not occur where it is prohibitively costly in organizational, political, or personal terms. If teachers are to work often and fruitfully as colleagues, school policy must solidly support it. Schedules, staff assignments, and access to resources must be made conducive to shared work. The value that is placed on shared work must be both stated and demonstrated. Its purpose must be compelling and the task sufficiently challenging, and the accomplishments of individuals and groups must be recognized and celebrated.

Recommended Reading

Little, J. W. 1987. "Teachers as Colleagues." In *Educators' Handbook: A Research Perspective*, edited by V. Richardson-Koehler. New York: Longman.

Little, J. W. Summer 1990. "The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations." *Teachers College Record* 91 (4): 508–536.

Little, J. W. November 1992. *Two Worlds: Vocational and Academic Teachers in Comprehensive High Schools*. Berkeley: University of California, National Center for Research in Vocational Education.

Little, J. W., and Threatt, S. M. June 1992. *Work on the Margins: The Experience of Vocational Teachers in Comprehensive High Schools*. Berkeley: University of California, National Center for Research in Vocational Education.

McLaughlin, M. W., and Talbert, J. E. March 1993. *Contexts That Matter for Teaching and Learning: Strategic Opportunities for Meeting the Nation's Educational Goals*. Stanford, CA: Stanford University, Center for Research on the Context of Secondary School Teaching.

Popkewitz, T. S., and Myrdal, S. June 1991. *Case Studies of the Urban Mathematics Collaborative Project: A Report to the Ford Foundation*. Madison: University of Wisconsin–Madison, School of Education, Wisconsin Center for Education Research. ED 343 810.

Schmidt, B. J., Finch, C. R., and Faulkner, S. L. December 1992. *Helping Teachers To Understand Their Roles in Integrating Vocational and Academic Education: A Practitioners' Guide*. Berkeley: University of California, National Center for Research in Vocational Education.

Putting It All Together: An Action Plan

This issue on professional development is intended for use by teachers, schools, school districts, teacher educators, and staff developers working to improve the quality of professional development so that student learning will be increased. We hope it will be a useful resource and a springboard to action, sparking questions and discussions and promoting further research and analysis on the local level. After reading this issue,

Preservice and inservice teachers may wish to:

- Assess their knowledge and skills to determine future professional development needs.
- Join a professional association in their subject area or grade level.
- Work with other teachers and administrators to identify relevant professional development activities and to find the time and resources necessary to support them.
- Become (or continue to be) active in local school reform and improvement efforts.
- Consider seeking certification from the National Board for Professional Teaching Standards.

Administrators and school board members may wish to:

- Consult with teachers to identify their professional development needs in terms of changing curriculum, standards, instruction, and assessment and the new roles they are taking on in school reform and improvement efforts.
- Review current professional development activities and determine how they can be made more effective.
- Revisit scheduling, budgeting, and staffing decisions in order to allocate more resources for high-quality professional development.
- Convey support for teachers as they experiment with innovations.
- Communicate with parents and community members about the importance of professional development.

Teacher educators and staff developers may wish to:

- Examine their current professional development approaches against the knowledge base now available, including the National Staff Development Council's *Standards for Staff Development* and the subject-matter standards being developed by various professional associations.
- Join a professional association and be active in efforts to strengthen teacher education and development.
- Work in close partnership with practitioners to provide high-quality, relevant, and ongoing professional development.
- Encourage a spirit of growth, inquiry, and reflection in new and seasoned teachers.
- Consider how to assess the effectiveness of professional development in terms of changes in teachers' instruction and improvements in students' learning.

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You can probably search the ERIC database at your university library. If you have a computer with a modem, you may be able to access ERIC on your library's online system or on the Internet.

Even the commercial electronic networks now offer many of the ERIC resources. CompuServe, America Online, GTE Educational Network Services, America Tomorrow, and the National Education Association's NEA Online service all offer at least some of the ERIC resources to their members.

If you need help locating the best way for you to access ERIC, call ACCESS ERIC Monday–Friday at 1–800–LET–ERIC.

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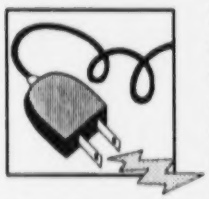

Many colleges and universities offer their students access to the Internet (a worldwide computer network made up of many smaller networks that are interconnected).

If you have an Internet ID, you can use it to:

- ✔ search the ERIC database on one of several university library systems

(continued ☎)

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ERIC DIGESTS ONLINE

ERIC is your source when you need a **brief** overview of the latest research on topics like:

- ▶ outcome-based education
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- ▶ authentic writing assessment
- ▶ trends in K–12 social studies

These and more than 1,300 other topics are available as ERIC Digests, and new titles are produced each year. Digests are often in question-answer format and always include a list of additional resources for more information. Most of the Digests in the file were produced by ERIC Clearinghouses, but ERIC is now including similar publications from other organizations.

You can search and locate the **complete texts** of ERIC Digests on the CD-ROM versions of the ERIC database (available at hundreds of university libraries) and on the Internet. You can also contact the ERIC Clearinghouse that covers your topic and ask for its latest Digest list.

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DON'T FORGET ERIC WHEN YOU GET TO THE CLASSROOM!

ERIC is a great resource for education students, and a large percentage of the information requests to ERIC last year came from classroom teachers. Every week close to 300 teachers send questions to AskERIC's e-mail address. Electronic networks for teachers in Texas, New York, Massachusetts, Washington, Florida, and Missouri feature ERIC on their menu systems, as do a number of regional and school district networks. If you're on a network, ERIC is likely to be there now or soon. For teachers who don't yet have computer network access, ERIC is available in many large public libraries and at teacher resource centers.

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GIVE ERIC A CALL!

Toll-free phone numbers put you within easy reach of ERIC information specialists. Staff provide ERIC publications, answer questions about ERIC, help you locate hard-to-find documents, and refer you to other information sources. It is best to call an ERIC Clearinghouse if you have a subject-specific question. You can call ACCESS ERIC to learn how to use the ERIC system. Call the ERIC Document Reproduction Service (EDRS) toll-free (1–800–443–ERIC) to order ERIC documents. See the ERIC System Directory or call ACCESS ERIC (1–800–LET–ERIC) for the toll-free numbers. ☎

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ERIC: Tips for Teachers in Training was written by Lynn Smarte, Project Director, ACCESS ERIC, 1600 Research Boulevard, Rockville, MD, 1–800–LET–ERIC.

ERIC Directory

Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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Clearinghouses

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Internet: eric@ericir.syr.edu
AskERIC (Internet-based question-answering service): askeric@ericir.syr.edu

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Social Studies/Social Science Education
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